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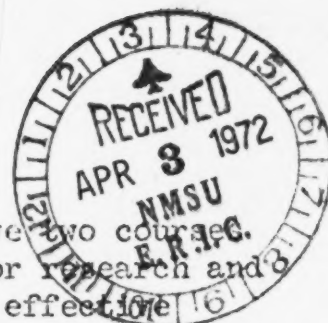
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ABSTRACT

The presence of library programs and their relationship to academic programs of Native American Studies were surveyed in 27 institutions of higher education. Institutions surveyed were those with (1) a program for recruiting American Indians, (2) a distinct staff devoted to American Indians, and (3) some course about American Indians offered in a Native American Studies program or in conjunction with another department. The study revealed that most special library programs were under the control of the campus library; that the average collection size was 1,500 volumes for or about Native Americans; and that personnel commitment per library averaged less than 1 full-time equivalent working with a Native American library program. An expanded acquisitions program was rated the most needed library service. Major problems pointed up by the survey included the lack of definite personnel commitments to library programs for Native American Studies, the absence of professional librarians who are American Indians, and the lack of adequate funding in addition to normal library budgeting. The survey instrument, a list of participating institutions, and a tabulation of survey responses are appended. (JH)

A PRELIMINARY STUDY OF LIBRARY PROGRAMS RELATED
TO AMERICAN INDIAN STUDIES PROGRAMS IN COLLEGES
AND UNIVERSITIES

by Charles Townley



"We desperately need library services for our students. We have two courses in Native American Culture and must search off-campus facilities for research and class assignments."¹ This statement expresses the great need for effective library service for minority studies programs in general and American Indians in particular. In an effort to learn whether these needs were being met, I designed a survey to establish the presence and relationship of library programs to academic programs of Native American Studies, as well as the strengths and weaknesses of the library programs themselves. (Appendix I)

In February, 1971, the survey form was mailed to directors of libraries and directors of Native American studies programs at 38 institutions of higher education. The selection of these 38 institutions was casual and haphazard at best. Then and now no comprehensive list of institutions offering Native American Studies programs exists. A number of published works were searched in an attempt to identify these institutions.² Surveys were sent to those which obviously had programs and to those where it seemed that programs might be starting. This initial sample proved to be overbroad; it was therefore decided that only those institutions meeting the following criteria would be selected for analysis: 1) a program for recruiting American Indians had to be present; 2) a distinct staff devoted to American Indians had to exist; and 3) some form of course about American Indians had to be offered by the program itself or in conjunction with another department. Respondents who did not meet these criteria were excluded. Of the 38 institutions queried, eleven did not meet the criteria or did not reply. Hence, this study is based on the replies of 27 institutions. (Table II)

Results, shown in tabular form in Table 1, indicate the present relationship of library programs to academic programs. More than half the institutions (17 of 27) have some form of library program. Nineteen individual library programs exist. Most of them (15) are under the control of the campus library. Two institutions have library programs entirely controlled by the academic programs and two other institutions have two library programs one in the academic program and the other in the campus library.

Also appearing in Table 1 are data showing strengths and weaknesses of the various library programs, according to administrative organization, sources of funding, book budget, personnel, holdings, and services. Within campus libraries control of the library program is diffuse. Some institutions have special collections or find the whole library devoted to serving their academic program. Others have library programs in acquisitions or public services. Book purchases are usually funded from normal operating funds - the book budgets of the campus library and academic departmental funds. Some library programs received partial funding from outside sources. Only two library programs have total outside support. Book budget figures indicate a modest amount of support. The response to this question however, was small and the median figure of 1,000/year is probably not representative. Personnel and more importantly FTE figures show a median figure of personnel commitment at .93. This figure is based on the replies of eight library programs. Eleven library programs have no definite commitment of staff time or did not answer the question.

Holdings indicate that collections are roughly similar in size, from 1,000-2,000 titles. The median size of 1,500 volumes falls well within this range as well. A few larger collections exist at the University of Oklahoma, Ft. Lewis College, and Navajo Community College.

Services, indicated in Table 1, should not be taken as uniform in all cases. The terms used in this section of the survey were left undefined, yet responses may be used to indicate intent. Among the libraries surveyed, an expanded acquisitions program is rated as most important. A separate reading room or catalog is least important. Supplemental reference service, including specialized reference service and bibliographies, falls somewhere in the middle.

New library programs have developed specialized services. For example, two library programs provide incoming students compensatory training in library use. The Library of the University of New Mexico School of Law edits the American Indian Law Newsletter. Two library programs use the Library of Congress/Oklahoma Department of Libraries-Machine Readable Cataloging (MARC) Selective Dissemination of Information (S.D.I.) Service. This service, described in detail in the Journal of Library Automation, v.3, no.4 (December 1970), provides its subscribers with L.C. catalog copy on a weekly basis as books about American Indians are cataloged at Library of Congress. Pre-publication cataloging is included in this service and will enhance its timeliness as it is more fully implemented. Both subscribers use the service for ordering, cataloging, and S.D.I. to faculty and staff. Brigham Young University maintains a separate reference catalog of all Library of Congress cards on American Indians. The University of California at Los Angeles is participating in a project to establish a separate and expanded catalog of materials on ethnic minorities in UCIA libraries, including branch and independent libraries.

What inferences may be drawn from the data? Most important is that American Indian library programs have been developed. More than half the academic programs have been matched by library programs. Most of the academic programs in this survey are relatively new. These factors indicate the rapid growth of a desire for specialized library service. Similar pressure for library programs should be anticipated whenever academic programs are established for and about American Indians.

Most library programs are housed in the campus library. This is due, in this writer's opinion, to several factors: libraries' traditional reticence to surrender control over any aspect of library service; in-house budget priorities of academic programs; lack of space and trained personnel in the academic program. If such circumstances continue particularly if academic programs are unable to find trained personnel and outside funds, library programs will remain largely in campus libraries.

The diffuse administrative location of the library programs within campus libraries might indicate uncertainty as to where to place responsibility for such a multi-disciplinary program. Ethnic studies programs are broader than most. Classification systems break down in serving this type of program. Normally to achieve unity, a collection must be separated from the general

"The Indian Law Collection of the UNM School of Law Library is intended to be a specialized research collection to be used by tribal leaders, attorneys, and scholars needing information on all aspects of American Indian Law, from primitive and traditional legal institutions to the complex tribal, federal, and state governmental relationships of today. Our scope also includes materials in related areas such as economic and social problems, tribal politics, and government and Indian community development."

Joe Sabatini, Assistant Librarian, University of New Mexico Law Library

holdings. Fortunately American Indian materials, with few exceptions (e.g. law, literature, and bibliography) are housed together both in Dewey and Library of Congress classifications. One might conclude from this that library programs without separate collections for American Indian materials would be located in the general area of the social sciences. Yet they are not. Why? Correctly most will follow the emphasis of the academic program. Thus at two institutions where the academic program stresses teacher education, the library program is a responsibility of the education librarian. In such circumstances it is doubtful that any "right" place or uniformity of response will develop. Library programs will be placed where they meet the needs of the academic program.

The results of this survey indicate that the two factors of funding and personnel are interconnected. All point to one generalization: at this early date in the development of both academic and library programs for and about American Indians, the library programs have been specified, but not significantly enlarged. Funding for library materials is modest in scope. Local funding can be increased only to a limited extent where funds must be spread among all disciplines. Outside sources are either unavailable, have not been sought, or are quite small. Particularly noticeable is the absence of any Federal program designed to augment significantly the development of these library programs. In the case of American Indians more than with any other group, the Federal government is charged to support education. Only eight library programs indicate a definite commitment of staff time. Consequently without the funding necessary to develop a research collection, without personnel to staff it, and regardless of good intentions all round, one must conclude the existing library programs are more apparent than real. Without alteration of priorities by the institutional administration and/or increased availability of funds, this state of affairs is likely to continue.

The quality of material also creates a problem. For example, a large collection of Indian captivity narratives will be of much more interest to the American social historian than to the Indian studies student. Works on beadwork or Indian medicine, items formerly considered popular and occult, respectively, are now in the highest legitimate demand. "The greatest deficiency is, as would be expected, material by Indians about current Indian activities and organizations."³ In addition to expanded collections, such changes in collection goals will need to be made if a successful program is to be established.

As stated earlier, the data on services is suspect except as a guide to priorities. Expanded acquisitions are the major goal. Most library programs are concerned about inadequate collections. It is likely that additional collections would be considered valuable to the institution as a whole. This being the case, campus libraries are likely to opt for those acquisitions objectives that support the whole institution. Contrariwise, few plans are in progress to establish separate reading rooms designed for the exclusive use of particular academic programs. The rationale for this is conceivably that there is little enough money as it is, and the added expense in duplication

"All materials are geared toward making this state a center for the American Indian now."

Alice M. Timmons, Assistant Librarian, The Frank Phillips Collection,
University of Oklahoma

and personnel more than cancels potential benefits in service.

In this writer's opinion, these two attitudes, increased book funds and minimal special services to some extent exemplify the processing orientation of academic library service: buy it, process it, and let the student find it.⁴ True to this pattern additional services fall in between. In some cases additional service such as library training for disadvantaged students may obviate the need for a separate reading room. Nonetheless it occurs to this writer that additional services and/or a reading room, etc. are required if any genuine attempt is to be made to meet the needs for library service. For disadvantaged students, particularly American Indians who possess an oral tradition, a library is a foreign thing. Yet to compete successfully these students must be trained in its use.

In a word the present condition and potential for these library programs is hopeful. At this early stage in the development of both the academic and library programs the situation is still too fluid to indicate progress or a set of common goals. Academic programs support the concept of library service and libraries are willing to make an attempt to house and fund them. Yet major problems still remain to be solved: the lack of definite personnel commitments to the library programs; the absence of professional librarians who are American Indians; the lack of adequate funding in addition to normal library budgeting; and agreement on standard operational definitions. All these are yet to come. With continued support from academic programs and the libraries, these beginning library programs will take on a significance of their own.

Charles Townley
American Indian Bibliographer
Library
University of California
Santa Barbara, California
17 December 1971

" The College Library has been very cooperative in assisting the Ethnic Studies Center in obtaining materials for total campus use. The Native American Studies Program does not have a library established specifically for their own use."

Morgan Otis, Director, Native American Studies, Sacramento State College

"The sheer time required to establish standard library policies and procedures, select and acquire materials to support programs in all areas of instruction, provide readers services, etc. makes the specialized effort of bibliographical work for distribution in a general way almost impossible. Bibliographical effort is in effect an attempt to locate and deliver pertinent materials for particular students on particular topics needed in particular projects."

Bernard E. Richardson, Director of Library Services, Navajo Community College

FOOTNOTES

1. Reply of Leonard Smith, Coordinator, American Indian Studies, Fresno State College.
2. U.S. Bureau of Indian Affairs. Scholarships for American Indian Youth.; Western Interstate Commission For Higher Education. Urban and Minority Programs in Western Colleges and Universities, 1969-70.; and Early American.
3. Reply of B.E. Richardson, Librarian, Navajo Community College.
4. Robert P. Haro, "The Floating Academic Librarian," American Libraries, II (December 1971), 1169-1173. This article presents an interesting interpretation of academic libraries overemphasis of processing functions.

TABLE I: DATA
ON 19 ACTIVE
LIBRARY PROGRAMS
INSTITUTIONS

	LOCATION		ADMINISTRATION IN LIBRARY						SOURCES OF FUNDING						BOOK BUDGET (ANNUAL)	PERSONNEL	
	IN LIBRARY	IN ACADEMIC PROGRAM	ENTIRE LIBRARY	SPECIAL COLLECTIONS	PUBLIC SPACE & DIVISIONAL	COLLECTIONS & ACQUISITIONS	REGULAR BOOK BUDGET	GIFTS & DONATIONS	FEDERAL GRANTS	FOUNDA- TIONS	DEPART- MENTAL FUNDS					NUMBER OF STAFF	FTE
BACONE COLLEGE	X		X				X							No ANSWER		INDETERMINATE	
REMEDI STATE COLLEGE	X				X		X							No ANSWER		INDETERMINATE	
BRIGHAM YOUNG UNIVERSITY-LIBRARY	X		No ANSWER				No			ANSWER				No ANSWER		No ANSWER	
CALIFORNIA STATE COLLEGE AT LONG BEACH	X				X		X							\$1,200.		INDETERMINATE	
UNIVERSITY OF CALIFORNIA LOS ANGELES-AMERICAN INDIAN CULTURE CENTER		X	NOT APPLICABLE								X			No ANSWER		4	2.0
UNIVERSITY OF CALIFORNIA AT SANTA BARBARA	X					X	X							\$1,000.		2	.63
T. LEWIS COLLEGE-CENTER FOR SOUTHWEST STUDIES	X		X				X		X					No ANSWER		2	1.25
HARVARD UNIVERSITY- GRADUATE SCHOOL OF EDUCATION		X	NOT APPLICABLE								X			No ANSWER		1	.05
UMBOLDT STATE COLLEGE	X				X		X							No ANSWER		1	INDETERMINATE
NAVAJO COMMUNITY COLLEGE	X		X				X	X	X					\$100,000.		2	1.1
UNIVERSITY OF NEW MEXICO	X				X		X							No ANSWER		1	.75
UNIVERSITY OF NEW MEXICO-SCHOOL OF LAW	X		X				X		X	X				No ANSWER		1	.25
UNIVERSITY OF OKLAHOMA- FRANK PHILLIPS COLLECTION	X		X					X						No ANSWER		8	4.0+
SACRAMENTO STATE COLLEGE	X		No ANSWER				X							\$1,000.		No ANSWER	
SAN FRANCISCO STATE COLLEGE	X				X		X							\$1,000.		INDETERMINATE	
UTAH STATE UNIVERSITY-LIBRARY	X		No ANSWER				No			ANSWER				No ANSWER		No ANSWER	
UTAH STATE UNIVERSITY-INDIAN STUDIES		X	NO APPLICABLE						X					No ANSWER		No ANSWER	
WESLEYAN UNIVERSITY	X				6	X	X							\$2,500.		INDETERMINATE	
BRIGHAM YOUNG UNIVERSITY-INDIAN STUDIES		X	NOT APPLICABLE				No			ANSWER				No ANSWER		No ANSWER	
TOTALS	15	4	23	5	2	12	2	2	4	1	2			MEDIAN: \$1,100.		MEDIAN: .95	

TABLE I: DATA ON 19 ACTIVE LIBRARY PROGRAMS INSTITUTIONS	HOLDINGS	SERVICES - AVAILABLE 1971							ADDITIONAL SERVICES PROJECTED - 1973				SPECIAL SERVICES
		SEPARATE READING ROOM	SPECIALIZED REFERENCE SERVICE	BIBLIO- GRAPHIES	SEPARATE CATALOG	EXPANDED ACQUISITIONS PROGRAM	RESEARCH REFERENCE FOR FACULTY	BIBLIO- GRAPHIES	EXPANDED ACQUISITIONS PROGRAM	SEPARATE CATALOG	RESEARCH REFERENCE FOR FACULTY		
BACONE COLLEGE	2,000	X		X	X	X	X						
REMEDI STATE COLLEGE	1,500		X	X		X							
BRIGHAM YOUNG UNIVERSITY - LIBRARY	No ANSWER			X	X	X	X						SEPERATE REFERENCE CATALOG OF ALL L.C. CARDS ON AMERICAN INDIANS
CALIFORNIA STATE COLLEGE AT LONG BEACH	1,500							X	X				COOPERATIVE EXHIBITS WITH AMERICAN INDIAN STUDIES
UNIVERSITY OF CALIFORNIA LOS ANGELES - AMERICAN INDIAN CULTURE CENTER	1,200	Not APPL.	X			X		X		X	X		CONCENTRATED PUBLIC CATALOG OF OF ALL CAMPUS HOLDINGS ON ETHNIC MINORITIES / CDL-SPINARC
UNIVERSITY OF CALIFORNIA AT SANTA BARBARA	1,900		X	X	X	X	X						SELECTIVE DISSEMINATION OF INFORMATION FROM MARC
T. LEWIS COLLEGE - CENTER FOR SOUTHWEST STUDIES	2,500	Not APPL.	X	X	X	X	X						
HARVARD UNIVERSITY - GRADUATE SCHOOL OF EDUCATION	300	Not APPL.	X								X		
UMBOLDT STATE COLLEGE	575	X	X	X		X	X						SPECIAL COLLECTION OF LOCAL PHOTOGRAPHS
NAVAJO COMMUNITY COLLEGE	3,374	X	X	X		X	X						
UNIVERSITY OF NEW MEXICO	No ANSWER		X	X			X		X				INSTRUCTION OF STUDENTS IN USE OF LIBRARY / NOTICE OF NEW ACQUISITIONS
UNIVERSITY OF NEW MEXICO - SCHOOL OF LAW	1,000	Not APPL.	X	X	X	X	X						PUBLISH: AMERICAN INDIAN LAW NEWSLETTER
UNIVERSITY OF OKLAHOMA - FRANK PHILLIPS COLLECTION	35,000	Not APPL.	X	X	X	X	X						DORIS DUKE ORAL HISTORY PROJECT
SACRAMENTO STATE COLLEGE	2,200			X		X							
SAN FRANCISCO STATE COLLEGE	800		X				X	X	X				
UTAH STATE UNIVERSITY - LIBRARY	No ANSWER												
UTAH STATE UNIVERSITY - INDIAN STUDIES	No ANSWER	Not APPL.					7						
WESLEYAN UNIVERSITY	1,200					X							
BRIGHAM YOUNG UNIVERSITY - INDIAN STUDIES	No ANSWER	Not APPL.											
TOTALS	MEDIAN: 1,500	3	11	11	6	12	10	5	3	1	2		

Table II
PARTICIPANTS
WHO MEET CRITERIA
FOR INCLUSION IN SURVEY

University of Alaska	Montana State University
Arizona State University	University of Montana
Bacone College	Navajo Community College
Bemidji State College	University of New Mexico
Brigham Young University	University of New Mexico, Law
California State College, Long Beach	University of Oklahoma, Phillips Collection
University of California, Los Angeles	Sacramento State College
University of California, Santa Barbara	San Francisco State College
Chico State College	Sinte Gleska College Center
Ft. Lewis College, Center for Southwest Studies	Sonoma State College
Fresno State College	Stanford University
Harvard University, Graduate School of Education	Utah State University
Humboldt State College	Wesleyan University
	University of Wisconsin

APPENDIX I

SURVEY FORM AND COVER LETTER

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

OFFICE OF THE LIBRARIAN

SANTA BARBARA, CALIFORNIA 93106

February 4, 1971

We of the University of California at Santa Barbara are planning a program of library service for and about Native Americans. This complements a similar action of United Native Americans of UCSB who are in the process of developing an academic program. With the cooperation of our University Librarian, Dr. Donald C. Davidson, we have begun developing initial enrichment of our collection and are thinking as well about additional programs of service. We have actively cooperated with interested students and faculty and believe that we have now a rather complete picture of needs on this campus.

Just as we believe that we are beginning to meet the needs on our campus, we also recognize our limitations and feel that we must now put our plans and our ideas to work in the most constructive way possible. With this idea in mind, we are asking your help in a survey of the status of Native American Library programs. Copies of this survey are being sent to Native Studies departments and to academic libraries throughout the country.

The data we obtain from this survey will be compiled into a "state of the art" report. This report should be of assistance to all those now involved with Native American programs as well as those interested in developing programs of their own.

Please complete the attached questionnaire and return as soon as possible to me. If you would like a copy of the report, please check the box provided.

Thank you for your assistance.

Larry Baca
Executive Board
California Indian Education Association

Charles Townley
American Indian Bibliographer

SURVEY OF LIBRARY RESOURCE OF SELECTED NATIVE AMERICAN
PROGRAMS IN INSTITUTIONS OF HIGHER LEARNING

Part I Information about the Native American Studies Program, in general

1. Name of reporting institution:
2. Title of program:
3. By what division, department or unit of the institution is the program administered:
4. Name of program director:
5. Number of students involved in the program; Native American _____ Other _____
6. Number of faculty and staff involved in the program: Native American _____ Other _____
7. Date program was started:
8. Source of funding: Present funding period:
9. Do you actively cooperate with the institutional library? Yes _____ No _____
Describe:

10. Do you believe that this program in one form or another will continue after the current funding period has terminated? Yes _____ No _____ Comments:

Part II Information about the programs in House Library/Bibliography Programs:

1. Do you have a program of library services for or about Native Americans?
Yes _____ No _____ (If answer is negative, fill out information at the bottom of page two and return the form.)
2. Title of library/bibliography program:
3. Name and title of library/bibliography program director:
4. Source of funding and amount:
5. Number of staff:
6. Number of hours allotted per week:
7. Number of volumes:

Part III

If your library now has a program operating in any of the following areas, check the first column. Check the second if one is to be started before 1973.

- | | 1971 | 1973 |
|--|-------|-------|
| 1. Separate reading room or collection | _____ | _____ |
| 2. Reference service by specialist | _____ | _____ |
| 3. Bibliographies | _____ | _____ |
| 4. Separate or expanded catalog | _____ | _____ |
| 5. Expanded aquisition program | _____ | _____ |
| 6. Research service for faculty | _____ | _____ |
| 7. Other special services (Please describe): | | |

State in general the nature, purpose, objectives, and scope of library bibliography program. Indicate services provided, target group served, evidence of success, etc. Be as specific as possible in 150-200 words.

Permission to use name of institution in report. Yes _____ No _____

Copy of report desired: _____

Name and title of person preparing the report: _____

Date _____

Return to: Charles Townley, American Indian Bibliographer
University Library
University of California
Santa Barbara, Calif. 93106

Our library is interested in all publications of your department or library on Native Americans. Can you supply a price list?